

Teachers' Attitude towards Online Learning during Covid-19 Pandemic in Indonesia

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Subject Area: Education

Abstract

The Covid-19 pandemic has caused nearly all education services of any level shift to a new way of teaching and learning activities, namely e-learning. Despite its immense potential for delivering and managing course, the implementation of e-learning requires serious preparation in terms of infrastructure, knowledge and mentality of the users. This article aims to describe the teachers' attitude towards online learning during Covid-19 pandemic in Indonesia. There were 71 teachers with different demographic background from different state and private education levels in several parts of Indonesia voluntarily participating the self-administered survey using online google form. Data were quantitatively calculated using SPSS-23 and presented in the form of charts. The results showed that 64.8% of the institution the teachers worked provided online facilities, but 73.2% of the respondent still used their own addition media. 52.1% of the respondent did not feel have problem with online learning, but 23.9% were happy teaching in online mode. Moreover, 22.5% respondent agreed and 16.9% strongly agreed that online teaching must be implemented in addition to conventional mode after Covid-19 pandemic is over.

Keywords: teachers' attitude, online learning, e-learning, Covid-19

Introduction/Background

The widespread of Covid-19 globally that WHO claimed as a global pandemic has caused almost every country to take some actions to hamper its spread which is known as health protocols, such as washing hands with soap, wearing mask, social distancing, and staying at home. The implementation of health protocols gave serious impacts to almost every human's life sectors. In education sector the implementation of the health protocol has forced the governments to close educational institutions from preschool to

university both public and private, and enforced learning from home mode or distance learning using various e-learning platforms.

This measure has impacted approximately 94% or 1.6 billion students all around the world as and it also impacted up to 99 in low and lower-middle income countries (De Giusti, 2020). Especially in Indonesia, according to data from statistics office, around 45 million students or three percent of the affected global student population got the impact (Azzahra, 2020).

The sudden shift from traditional face-to-face instruction in the classroom mode to at home base distance learning exposed the need for the teacher to increase their capacity building. Study carried out by Widodo and Riandi as cited by Koh et. al. found that ICT competencies of teacher in Indonesia were unevenly spread across the regions (Hwee et al., 2018). The condition is worsened by the fact that there is a persistent disparity in education quality especially between Java and outside Java (Muttaqin, 2018) and across the socio-economic condition (Azzizah, 2015). The problem of uneven access to the internet, the disparity of teacher qualifications and the lack of ICT skills are becoming a weakness in Indonesia's distance learning activity.

Despite lack of equality of ICT competence and disparity of socio economic among teachers, during pandemic there is no other way for teachers except conducting online learning. This article describes teachers' attitude towards online learning, including online platforms they used, their problems during their implementation.

Literature Review

Technology has a huge potential to furnish innovative solutions in order to make the learners able to take part in the quality learning opportunities, to access information and knowledge and fully participate in society. The effective integration of Information and Communication Technology (ICT) in the schools and classrooms can transform pedagogy and empower students (UNESCO-IESALC, 2020). Therefore, it is essential that teachers have the competencies to integrate ICT in their professional practice to make

sure the equity and quality of learning. Teacher who have competencies to use ICT in their professional practice will be able to deliver quality education and to guide the development of the students' ICT competencies.

However, the use of ICT in 21st century as a media through which students develop high-order thinking and active learning was not well supported by teachers who were not ready and still in struggle to go beyond using ICT as content instruction tools (Ertmer & Ottenbreit-Leftwich, 2013); (Heitink et al., 2017) in (Hwee et al., 2018). Therefore, teachers need to develop their technological pedagogical content knowledge, and their professional know-how for ICT integration (Hwee et al., 2018).

Study by Min-Ling Hung (Hung, 2016) showed that male teachers showed greater readiness in the dimension of learning-transfer self-efficacy than did female teachers. Teachers with a master's degree assigned a heavier weight to the dimension of communication self-efficacy and learning – transfer self-efficacy than did teachers with a bachelor's degree. Another finding showed that the fewer teaching years a teacher had, the higher the teacher's communication self-efficacy tended to be; and the more teaching years a teacher had, the higher the teacher's self-directed learning tended to be.

Based on some studies on teachers' ICT professional development, there were still varying levels of ICT competencies among teachers in Indonesia (Widodo & Riandi, 2013). Moreover, teachers might use ICT mainly for content presentations even within Indonesia's teacher education institutions (Yusuf, 2016). These findings suggest a prevailing teacher-centered pedagogical culture in Indonesia in addition to their

preference for face-to-face instruction (Widodo & Riandi, 2013).

Methodology

A. Research Approach

The study is a non-experimental research designed with an exploratory quantitative method. It explored the respondents' ideas, notions and thoughts related to the topic in the study.

B. Population and Sample of the Study

Teachers from various education institutions and regions in Indonesia constituted the population of the study. The samples of the study were teachers who were the members of WhatsApp groups the researcher had. There were 71 respondents voluntarily participated in the survey and completed the questionnaire.

C. Data Collection and Instrument

Self-administered online survey was conducted using Google form administered from May 10 – 17, 2020. Questionnaire containing 15 questions was subjected to respondents for data collection.

The questions were loosely grouped into three categories, firstly, demographic information about the respondents (sex, educational background, and teaching experience); secondly, respondents' institutional related information, and thirdly, online platforms teachers used, practices, and their attitude towards them.

D. Data Analysis

The data was derived from the results of the online survey. The data was arranged, organized, tabulated and analyzed using excel spreadsheet and SPSS software to get the statistical description (descriptive statistics) in terms of frequencies of the variables represented in per cent.

Results and Discussion

Demographic information of the respondents as shown on Table 1 indicates that the number of female respondents is more than twice the number of the male respondents.

Table 1.

Demographic related information of the respondents.		
Variables	Categories	n (%)
Sex	Male	23 (32.4)
	Female	48 (67.6)
Education background	Graduate	35 (49.3)
	Undergraduate	35 (49.3)
	Senior high school	1 (1.4)
Teaching experience (year)	0-10	25 (35.2)
	11 – 30	39 (54.9)
	>30	7 (9.9)

Moreover, the educational background of the respondents is mostly graduate and undergraduate with 49.3% each and only 1.4% or one respondent graduated from senior high school. In terms of the length of teaching experience, 54.9% of the respondents has been teaching for between 11 to 30 years, 35.2% for ten years or less, and 9.9% for more than 30 years.

Table 2 describes the demographic information about the school where the respondents of the survey taught. The respondents taught in different school levels from kindergarten to university. More teachers taught in university and senior high school with 35.2% and 33.8% each. 15.5% of the respondents taught in elementary school, 8.5% in junior high school, and the rest 7% or 5 teachers taught in kindergarten.

Table 2.

Demographic related information of the schools		
School taught	University	25 (35.2)
	Senior high school	24 (33.8)
	Junior high school	6 (8.5)
	Elementary school	11 (15.5)

	Kindergarten	5 (7)
	Surabaya	31 (43.7)
	Malang	9 (12.7)
	Sidoarjo	8 (11.3)
	Other regions in East Java	7 (9.9)
	Central Java	5 (7.0)
School location	West Java	3 (4.2)
	Jakarta	2 (2.8)
	Sumatra	1 (1.4)
	Kalimantan	3 (4.2)
	Brunei Darussalam	1 (1.4)
	No response	1 (1.4)
School status	State	51 (71.8)
	Private	20 (28.2)

The schools are located in different regions or provinces, and most of the schools are located in East Java from which Surabaya dominates the number with 43.7%, followed by Malang and Sidoarjo with 12.7%, and 11.3% respectively. The other regions are from several other provinces in Indonesia from Central Java, West Java, Jakarta, Sumatra, Kalimantan, and overseas with the number of percentage ranging from 7 % to 1.4%. In terms of the ownership of the schools, 71.8% the schools belong to state and the rest belongs to private.

Table 3.

Work from home

Variables	Categories	n (%)
Work from home	Yes	70 (98.6)
	No	1 (1.4)

Majority of respondents or 98.6% work from home. Only one respondent did not work from home. However, the condition did not make all the respondents enjoy it. Even, as it appears in Table 2, 125 students or 52.3% did not enjoy study from home for several different reasons (see Table 3).

The main reason for students not enjoying the study from home is the limited chance, time or access to have discussion with the teachers directly

which constitutes 31.2%. The next reasons are many assignments from schools (28.8%), internet network and the expensive price of internet data from provider with 12.8% and 9.6% each.

Table 4.

Institution provides facilities

Variables	Categories	n (%)
Institution provides facilities	Yes	46 (64.8)
	No	25 (35.2)

The reasons for the students who enjoyed the study from home, respectively from the highest percentage, are much time students have (41.7%), relaxing (30.1), freedom of expression and creation (23%), and little control from the teachers (2.6%).

Table 5.

Types of online platforms.

Variables	Categories	n (%)
Online platforms	School managed platforms	16 (23.2)
	Google classroom	9 (13.0)
	Zoom	8 (11.6)
	Moodle	8 (11.6)
	Webex	4 (5.8)
	WAG	4 (5.8)
	Ms teams	2 (2.9)
	You tube	2 (2.9)
	Google form	2 (2.9)
	others	14 (20.3)

Table 6 provides information on different types of online platforms education institutions provided for the teachers to use. Among various types of online platforms, 23.2

Table 6.

Apply personal online platform

Variables	Categories	n (%)
Apply personal online platform	Yes	52 (73.2)
	No	19 (26.8)

In addition to online platforms provided by their schools or institutions, some teachers also had their own platform to support their teaching. As shown on Table 7 73.2% teachers used other online platforms and 26.8% did not.

Table 7.

Problem during implementation

Variables	Categories	n (%)
Facing problem during implementation	Yes	34 (47.9)
	No	37 (52.1)

Among 71 teachers participating in the survey, 52.1% admitted that they did not have problem with their implementation of online teaching. However, 47.9% respondents stated that they encountered problems in the implementation of online teaching.

Table 8.

Causes of problems

Variables	Categories	n (%)
Causes of problems	Not accustomed to	15 (19.2)
	Tech. illiterate	3 (3.8)
	Complicated preparation	15 (19.2)
	Complicated platform features	9 (11.5)
	Bad internet connection	19 (24.4)
	Expensive internet connection	10 (12.8)
	others	7 (9.0)

There are some reasons why teachers thought that their online teaching was problematic. The main reason is bad internet connection (24.4%). It is followed by the condition that the teachers were not accustomed to online teaching and the idea that preparing online teaching was complicated with 19.2% each.

Table 9.

Satisfaction with online teaching

Variables	Categories	n (%)
Satisfied with online teaching	Strongly disagree	10 (14.1)
	Disagree	5 (7.0)
	Undecided	33 (46.5)
	Agree	17 (23.9)
	Strongly agree	6 (8.54)

An interesting fact can be found on whether teachers satisfied with their online teaching activities. Almost half of the teachers or 46.5% participating in survey did not decide. 23.9 % agreed and 14.1% strongly disagreed compared to 8.54% teachers who strongly agreed.

Table 10.

Implementation of online learning in normal situation after Covid-19

Variables/	Categories	n (%)
Implementation of online learning in normal situation after Covid-19	Strongly disagree	8 (11.3)
	Disagree	11 (15.5)
	Undecided	24 (33.8)
	Agree	16 (22.5)
	Strongly agree	12 (16.9)

The last item question for the survey is whether the respondents agree to total implementation of online learning after the Covid-19 is over. The answers are 24 teachers (33.8%) undecided while 22.5% agreed and 16.9% or 12 teachers strongly agreed compared to 15.5 % disagreed and 11.3% or 8 teachers strongly disagreed.

Conclusion

In line with its disruptive effect on education pedagogy, Covid-19 pandemic has

enforced teachers to implement online learning in an immediate period. Teachers from all educational levels had applied online instruction activities using different kinds of online platform prepared by their institutions or personally in order to keep the online instruction ran. More than half of the respondent teachers did not face problems during the implementation of online learning and were mostly satisfied with it. It is in line with the fact that most the teachers were ready to total implementation of online learning after the Covid-19 pandemic is over.

Suggestion

The study was carried out on a relatively small population, teachers in East Java and some few others in scattered regions of Indonesia, which limit the ability to generalize the situations experienced by the teachers. Another limitation is the time when the research was conducted was from May 10th - 17th, 2020 or five months after the outbreak of Covid-19 when the shifting from traditional face-to-face instruction to online was a must-do action without sufficient skills and preparation to carry out. Therefore, large scale study on the topic needs to be executed with more samples representing proportional population background after the implementation of new normal protocols.

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